

## 6.9 Module 9: Online Portfolio.

<b>Module Title</b>	Online Portfolio
<b>Module NFQ Level (only if an NFQ level can be demonstrated)</b>	6
<b>Module number/Reference</b>	BAAMT109
<b>Parent Programme</b>	BA (Hons) in Audio and Music Technology
<b>Stage of Parent Programme</b>	1
<b>Semester</b>	2 and summer
<b>Module Credit Units (FET/HET/ECTS)</b>	ECTS
<b>Module Credit number of Units</b>	5
<b>List the teaching and learning modes</b>	FT
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Learner has earned Level 5 qualification. No previous applications technology ability is required.
<b>Pre-requisite module titles</b>	None
<b>Co-requisite module titles</b>	None
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Staff qualifications (academic, pedagogical and professional/occupational) and experience required. (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Staff are required to have at least a Bachelor of Arts (Honours) qualification in Music Technology or related discipline. Industry experience would be a benefit but is not a requirement. Staff are expected to have the Certificate in Training and Education qualification from Griffith College or its equivalent.
<b>Staff/learner ratio per centre (or instance of the module)</b>	For lecture load, ratio of 1:50 lecturer to learner is required and in lab sessions the maximum allowed is 1:25 The lecturer will also have 1 hour per week set aside in their timetable for 1:1 contact with learners who require it or have particular items they want to discuss.
<b>Maximum number of learners per centre (or instance of the module)</b>	50
<b>Duration of the Module</b>	One Academic Semester, 12 weeks teaching
<b>Average (over the duration of the module) of the contact hours per week.</b>	3
<b>Physical resources and support required per centre (or instance of the module)</b>	One lecture hall with capacity at least 50 and one computer lab with capacity of 25.

Analysis of Required Learning Effort									
Effort while in contact with staff									
Classroom and Demonstrations	Mentoring and small group tutoring		Other (Specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of <small>learner effort</small>	Total Effort (hours)
	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:50	12	1:25			89			125
Allocation of marks (within the module)									
					Continuous Assessment	Supervised Project(s)	Proctored practical	Proctored Written Examination	Total
Percentage contribution						100%			100%

### 6.9.1 Module Aims and Objectives

This module aims to enable the learner to develop, present and promote their portfolio of work using online platforms.

Learners are required to compile their portfolio of work using material/artefacts generated throughout the academic year and present to a panel using a functioning website or social media profile appropriate to their needs.

### 6.9.2 Minimum Intended Module Learning Outcomes

On successful completion of this module the learner will be able to:

MLO X.1	Evaluate commercial web-based audio retail and marketing services.
MLO X.2	Design and build an online promotional profile with a design tailored to the learner's creative output.
MLO X.3	Implement and maintain an online digital portfolio of works.
MLO X.4	Devise and present co-ordinated social networking strategies.

### 6.9.3 Rationale for inclusion of the module in the programme and its contribution to the overall IPLOs

This module aims to develop the learners skills to develop an online promotional presence using communication strategies appropriate to the promotion of services and products in the audio/music sector. This online presence will form the basis of the learner's communication with subsequent clients, providing an evolving platform on which they can present their subsequent College and industry related portfolio of work.

The module addresses Programme Learning Outcomes 4 and 10 while also underpinning Outcomes 11.

### 6.9.4 Information Provided to Learners about the Module

Learners enrolled on this module will receive a copy of the module descriptor and assignment briefs, including an outline of the criteria for assessment.

Previous examples of assignments are also presented to the class.

### 6.9.5 Module Content, Organisation, and Structure

The module is organised to deliver theory through lectures (2 hours) and supervised tutorials (1 hour). During tutorials, each learner will have a workstation allowing the lecturer to work individually with learners to demonstrate and explain the material.

The 2 hour lectures each week will combine lecture delivery and discussion on the material.

Each lecturer has a time allocated for one-to-one meetings with learners as required. These are not mandatory sessions but available either where the lecturer wishes to discuss an element of the module with a learner, or a learner requests a meeting to discuss a particular topic. These sessions focus on academic issues only.

## Module Content

### Profile design and management

- Planning and designing a profile
- Graphic design
- User interface design and functionality
- Embedding images, audio and video

### File formats and website functionality

- Audio compression and formats
- Image and video compression formats
- File management and metadata
- Search engine optimisation

### Internet systems

- Music catalogues and audio databases
- Integration of social networks and blogs
- File transfer protocol and account management

### Digital communication

- Digital communication systems
- Use and integration of social networks and blogs
- Guerrilla and viral promotion strategies
- Ethical issues in relation to online communication

### Digital music delivery and social networking strategies

## 6.9.6 Module Teaching and Learning Strategy

The module is delivered through a combination of lectures and tutorials. Lectures will present an analysis of industry case studies, focussing on profile design and marketing strategies. Technical skills and graphic design considerations will be presented in lectures. Practical sessions in the labs will present the software required to design and build an online presence.

Activity	Teaching / Learning Strategy	Learning Environment
<b>Lectures (24 hours)</b>	Lectures / participative discussions / will present an analysis of industry case studies focussing on social media profile design, marketing strategies, graphic design approaches and technical considerations.	College
<b>Tutorial (12 hours)</b>	Practical sessions in the labs will present the resources required to design and build an online presence using industry standard software.	College / Mac lab
<b>Assignment (48 hours)</b>	Practice learning and implementing social media based skills to create an online presence.	College
<b>Independent Work (16 hours)</b>	Directed and self-directed learning / home study / access to online resources	College / Home

### 6.9.7 Timetabling, Learner Effort and Credit

The module is timetabled as one 3-hour lecture to the whole class. This will consist of the 2-hour lecture, and a one hour lab tutorial. In the labs, the learners engage directly with web design software.

The number of credits assigned to this module is our assessment of the learner effort required. It is our view that 5 ECTS of learner effort is required by learners coming new to the material to achieve the learning outcomes required.

### 6.9.8 Work-based Learning and Practice-placement

There is no work based learning or practical placement involved in the module.

### 6.9.9 E-Learning

The College VLE is used to disseminate notes, advice and online resources to support the learners. The learners are also given access to Lynda.com as a resource for reference.

### 6.9.10 Module Physical Resource Requirements

Requirements are for a fully equipped lecture hall and access for each group to 1-hour sessions in a computer lab. The stations should have broad band internet access and be equipped current versions of internet web browsers and any other applicable software.

### 6.9.11 Reading lists and other learning materials

#### Recommended reading

Chapman, N.P. & Chapman, J., 2006. *Web design: a complete introduction*, Chichester: J. Wiley.

Fenwick, I & Wertime, K (2008) *DigiMarketing: The Essential Guide to New Media and Digital Marketing*, Hoboken

Gordon, S., 2011. *The future of the music business: how to succeed with the new digital technologies: a guide for artists and entrepreneurs*, Milwaukee WI: Hal Leonard Books.

Wikström, P., 2009. *The music industry: music in the cloud*, Cambridge; Malden MA: Polity.

Oswinski B., 2017. *Social Media Promotion for Musicians, Artists and Engineers*. Lynda.com

Batesole, B., 2017 *Social Media Marketing: Facebook and Twitter*. Lynda.com

Chapman, C.C., 2015 *Content Marketing: Photos*. Lynda.com

Oswinski, B., 2017 *Social Media Basics for Musicians and Bands*. Lynda.com

### Secondary reading

- Allen, P., 2011. *Artist management for the music business*, Oxford: Focal Press.
- Baker, B., 2011. *Guerrilla music marketing online: 129 free and low-cost strategies to promote and sell your music on the internet*, St. Louis MO: Spotlight Publications.
- Gralla, P., 2007. *How the Internet works*, Indianapolis: Que.
- Hutchison, T., 2008. *Web marketing for the music business*, Oxford :Focal Press.
- Lynch, P., 2008. *Web style guide: basic design principles for creating Web sites*, New Haven Conn. [u.a.]: Yale University Press.
- Turban, E. & King, D., 2011. *Electronic commerce 2012: managerial and social networks perspectives*, London: Prentice Hall.
- Watrall, E., 2009. *Head first web design*, Beijing; Cambridge: O'Reilly.

### 6.9.12 Specifications for Module Staffing Requirements

For each instance of the module, there will be one lecturer qualified to at least Bachelor of Arts (Honours) level in Music or equivalent, and with a relevant third level teaching qualification (e.g. Certificate in Training and Education). Depending on numbers, a lab assistant may be required. Where this is the case the assistant will be required to have a sound understanding of music theory, either through industry experience or academic qualification. For example, a final year Bachelor of Music Production (Honours) learner may be suitable to assist the lecturer in lab sessions. Any lab assistant will work under the supervision of the lecturer.

### 6.9.13 Module Summative Assessment Strategy

Name	Description	Weighting	Learning Outcomes
Assignment 1:	Research and Development. For this assignment, learners will research and develop a specific service or product element and produce an outline proposal for the online profile.	30%	X.1 – X.2
Assignment 2:	Online Profile Design and Delivery. The finished profile goes live on line and an evaluative report is submitted. Learners present the finished project to their peers.	70%	X.3 – X.4

## 6.9.14 Sample Assessment Materials

### E-Portfolio and Online Development

#### **Assignment 1 brief:**

Date: T.B.C.

Time: T.B.C.

Research and Development. For this assignment, learners will research and develop a specific service or product element and produce an outline proposal for a social media profile.

#### **Assignment 2 brief:**

Date: T.B.C.

Time: T.B.C.

Working individually you must devise and design an online social media presence to exploit your portfolio of work through the Internet. The profile can be simple in design, but it must be fit for your desired purpose and produced to professional standards. You must manage all aspects of this production process and workflow. Your project must demonstrate knowledge of the following:

- basic online profile design
- self-representation and USP
- design and usability
- logo/branding/visual identity
- online communities and networks
- implimentation of audio visual materials